



**ESSER Social Emotional Learning (SEL): Quarter 3 Report**  
**Prepared by the Department of Research & Performance Management**

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**ESSER ReSET Rooms and Behavioral Specialists Program Outcome Goals**

- Outcome 1: Improve the culture and climate of schools.
- Outcome 2: Create safe spaces for students and adults.

**Key Findings**

- Finding 1: The suspension rate for MSCS district-managed traditional schools through Q3 for 2021–22 school year was 9.9%.
- Finding 2: Student incidents decreased significantly between 2018–19 and 2021–22 school years across all interventions.

**ReSET Rooms and Behavioral Specialist Program Overview**

During the 2021–22 school year, the majority of districted-managed schools received ReSET Room Assistants (RRA) and Behavioral Specialists (BHS). ReSET Room Assistants and Behavioral Specialists use progressive discipline practices to help students with behavioral issues return to a state of calmness, so they can return to the classroom to learn. The distribution of SEL supports by grade band is listed in the table below. It is important to note that many more schools received behavioral specialists between Q2 and Q3 so that all schools that have ReSET Room Assistants now also have Behavioral Specialists.

<b>SEL Supports for Schools by Grade Band</b>					
	<b>Elementary</b>	<b>K–8</b>	<b>Middle</b>	<b>High</b>	<b>Total</b>
<b>Behavioral Specialists Only</b>	50	5	5	11	71
<b>Both ReSET Assistants and Behavioral Specialists</b>	25	5	20	17	67
<b>No SEL Supports</b>	2	0	1	0	3

The goals of hiring these staff members were to:

- Increase in the use of progressive disciplinary practices
  - 3% reduction in out of school suspensions in schools with ReSET Rooms;
  - 5% reduction for schools with both ReSET Room Assistants and Behavior Specialists
- Increase in culture and climate scores on the Panorama/Insight Surveys
- 10% increase in Tier 3 behavior supports provided to students (restorative circles, behavior intervention plans, etc.)
- Increase student attendance.
- Decrease in the number of student discipline incidents.

**Finding 1**



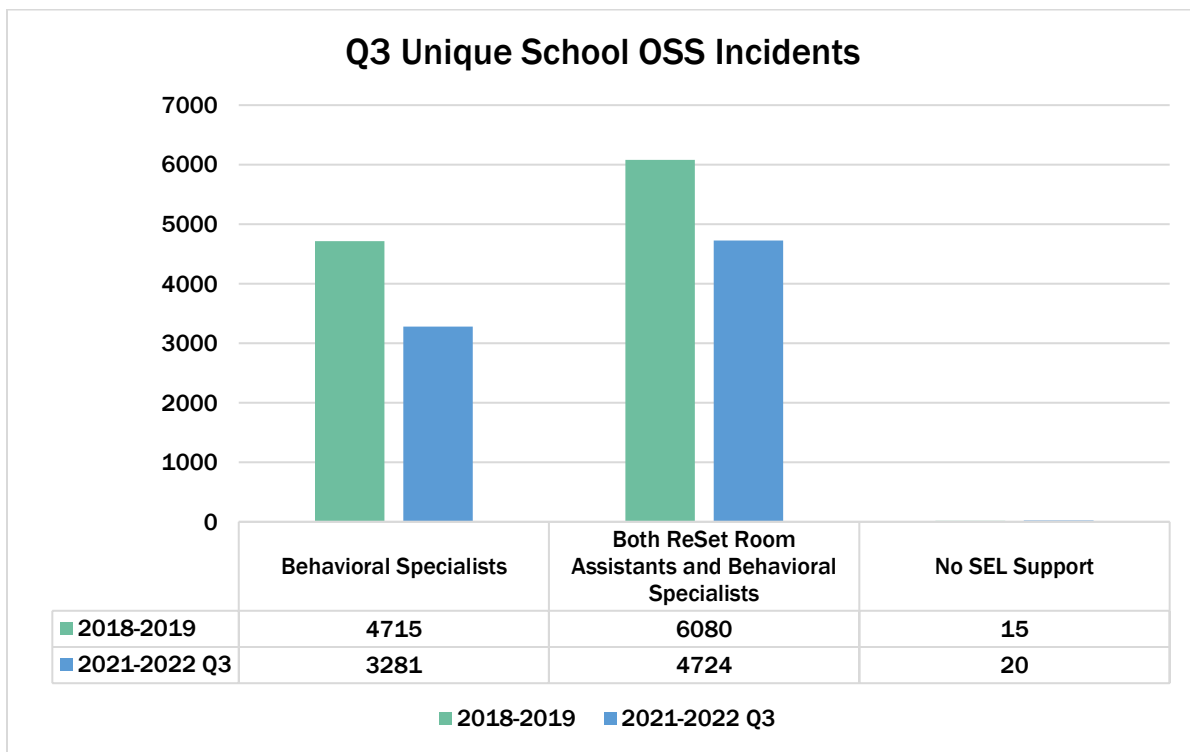
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**Suspension Rate**

The suspension rate is composed of Out-of-School Suspensions (OSS), expulsions, and remands data and is calculated by *dividing* the sum of the unique students who have an OSS, expulsion, or remand across all schools through the end of Q3 by the sum of the unique students enrolled in all schools through the end of Q3.

The number of unique students who received an OSS action by school is 8,025 while the number of students enrolled at MSCS so far is 81,347<sup>1</sup>. The school-level suspension rate for the 2021–22 school year, through Q3, is 9.9%.

The chart below is a comparison of Q3 suspension rates between the 2018–19 and 2021–22 school years. The visualization shows that there was a decrease in the number of OSS incidents only across the two interventions, not the control group. Schools<sup>1</sup> with Behavioral Specialists had a 30% reduction in OSS incidents for students. Schools<sup>2</sup> with both ReSET Room Assistants and Behavioral Specialists only showed a 22% reduction. The three schools with no SEL supports, however, did not show a reduction in OSS incidents; in fact, these schools showed a 25% increase in OSS incidents for students.<sup>3</sup>



<sup>1</sup> This is the running count for unique student/school enrollment.

<sup>2</sup> Count of unique students with OSS, remand, or expulsion for each traditional District-managed schools.

<sup>3</sup>Schools with No SEL supports should not be compared to schools with SEL supports due to the vast difference in sample size.



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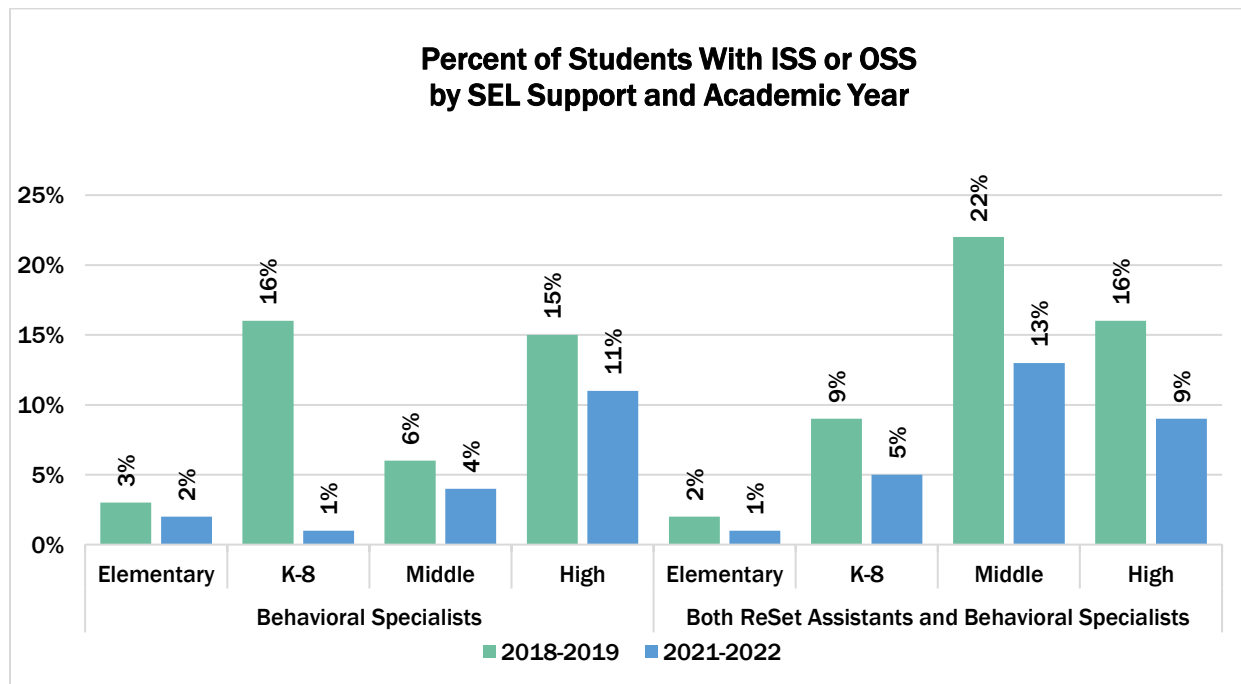
Change in OSS incidents between 2018-19 and 2021-22 through Q3		
Behavioral Specialists	Both ReSET Assistants and Behavioral Specialists	Neither
↓ 30%	↓ 22%	↑ 33%

**Finding 2**

**Student Discipline Incidents**

The student discipline incidents are composed of the total number of In-School Suspensions (ISS), OSS, expulsions, and remands data through Q3 for the 2018–19 and 2021–22 school years. The statistic is the total number of incidents across schools *divided by* the number of unique students enrolled during that same time. The student discipline incident rates for non-progressive discipline actions through Q3 for the 2018–19 school year was 18.5% while the 2021–22 rate is significantly lowered at 10.5%, resulting in a decrease between the two school years.

The chart below is a comparison of student discipline incidents through Q3 between the school years 2018–19 and 2021–22. Similar to the previous chart there was a decrease in the number of ISS and OSS incidents. K-8 schools with only BHS had the largest decrease in ISS and OSS incidents compared to schools with both RRA & BHS. Middle and high schools with both RRA & BHS had a larger decrease in ISS and OSS incidents compared to other middle and high schools with only BHS. Elementary schools with only BHS saw the same level of decrease in ISS and OSS as elementary school with both RRA & BHS. The combination of BHS and RRA & BHS has had a positive impact on reducing the number of ISS and OSS incidents for students.





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The table below shows the decrease in unique school/student level incidents from 2018-19 to 2021-22 based on enrollment each year.

Decrease in ISS/OSS Incidents from 2018-19 to 2021-22 through Q3				
	Elementary	K - 8	Middle	High
Behavioral Specialists	↓ 1%	↓ 15%	↓ 2%	↓ 4%
Both ReSET Assistants and Behavioral Specialists	↓ 1%	↓ 4%	↓ 9%	↓ 7%
No SEL Supports	0%		0%	